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ABSTRACT

As part of a follow-up of 1994-95 graduates, Piedmont Virginia Community College (PVCC) conducted a study of graduates' employers to determine their satisfaction with graduates' job skills, performance, and academic preparation. Surveys were sent to 35 employers of graduates who gave permission for their employers to be contacted, with 62.9% (n=22) returning completed questionnaires. Study findings included the following: (1) overall, the graduates were rated highly by their employers, receiving excellent or good ratings by 72.7% of the employers for their technical job skills, 77.3% for quality of work, 72.8% for quantity of work, 77.3% for work attitude, 77.3% for cooperation with peers, and 85.7% for cooperation with supervisors; (2) the proportion of graduates receiving excellent or good ratings for work attitudes declined from 90.9% in a 1992-93 study to 77.3% in the current study; (3) PVCC graduates were rated as either excellent or good by 75% of the employers with respect to math skills, 61.9% with respect to writing skills, 57.1% with respect to speaking skills, 61.6% with respect to research skills, and 63.6% with respect to logic skills; and (4) 76.2% of employers rated PVCC's occupational training as either excellent or good, while 75% did so for general education. Appendices provide employer evaluations by graduate program of study and degree received, employer comments, lists of graduates' job titles and participating employers, the contact authorization form, and the survey instrument. (BCY)

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Employer Survey Results for the PVCC Graduating Class of 1994-95

Research Report No. 6-97
December 1997

Piedmont Virginia Community College
Charlottesville, Virginia

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Employer Survey Results for the PVCC Graduating Class of 1994-95

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Introduction

This report is the eleventh in a series of annual studies on employer satisfaction with Piedmont Virginia Community College (PVCC) graduates.[1] For many students, the primary purpose of a college education is to obtain a particular job and attain success in that job. Many academic programs are designed to secure jobs for students in technical fields or to upgrade occupational skills. Graduate follow-up surveys, skills tests, and a number of other tools are available for measurement purposes, but ultimately an employer's satisfaction or dissatisfaction determines occupational success for both the graduate and the academic program. At a time when state legislatures, accrediting agencies, and state coordinating boards are demanding student outcomes assessment, employer evaluations are extremely important for all institutions of higher education.

Methodology

To protect the privacy of its graduates, PVCC surveys only employers of graduates who have given permission on a graduate follow-up survey to conduct an employer survey. Although this limits the number of employers who can be contacted, as well as raises the possibility of a self-selection bias, the privacy

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[1] Employer surveys have been conducted on an annual basis since 1987 (see Ronald B. Head, *Employer Survey Results for the PVCC Graduating Class of 1984-1985*, PVCC Research Report No. 5-87, June 1987). The most recent survey was published in 1996 (see William H. Payne Jr. and Cynthia W. Griffith, *Employer Survey Results for the PVCC Graduating Class of 1993-94*, PVCC Research Report No. 3-96, November 1996).

rights of PVCC graduates must be ensured.

On the graduate follow-up survey for the class of 1994-95, 41 graduates, or 41.4% of all respondents, answered yes to the question "May we contact your employer to conduct an employer follow-up survey?" On October 21, 1996, survey forms were sent to the employers of 35 of these graduates. Surveys were not sent to employers of six graduates who were either self-employed or provided no employer address. Twenty-two of the 35 employers completed and returned valid surveys for a response rate of 62.9%. This response rate was lower than the rates for the 1993-94 (72.9%) and 1992-93 (80.5%) surveys, but was higher than the response rate for the 1991-92 survey (53.1%).

Results of the employer survey by PVCC instructional program and degree are included in this study as Appendix A, and employer comments are included as Appendix B. A list of the job titles of PVCC graduates whose employers completed surveys is included as Appendix C, and a list of all participating employers is included as Appendix D. The release form is included as Appendix E and the survey instrument as Appendix F.

Evaluation of Job Performance

The evaluation of 1994-95 PVCC graduates by their employers with respect to job skills, performance, and attitude is presented in Table 1. As can be seen, over 70% of employers rated PVCC graduates as either EXCELLENT (one of the best ever) or GOOD (better than most) in every category. Over half

of the employers rated PVCC graduates as EXCELLENT in three categories: "Attitude Toward Work," "Cooperation with Fellow Workers," and "Cooperation with Supervisors." Over half of employers rated PVCC graduates as GOOD in the "Technical Job Skills" category. About 25% of employers rated PVCC graduates as AVERAGE (about the same as most) in three categories: "Technical Job Skills," "Quantity of Work," and "Cooperation with Fellow Workers." Finally, less than 5% (i.e., one to three employers) rated a PVCC graduate as POOR (worse than most) in the categories "Technical Job Skills," "Quality of Work," and "Attitude Toward Work."

Table 1: Evaluation of Job Performance

	Excellent		Good		Average		Poor	
Category	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Technical Job Skills	4	18.2%	12	54.5%	5	22.7%	1	4.5%
Quality of Work	7	31.8%	10	45.5%	4	18.2%	1	4.5%
Quantity of Work	8	36.4%	8	36.4%	6	27.3%	0	0.0%
Attitude Toward Work	11	50.0%	6	27.3%	4	18.2%	1	4.5%
Cooperation with Fellow Workers	11	50.0%	6	27.3%	5	22.7%	0	0.0%
Cooperation with Supervisors	13	61.9%	5	23.8%	3	14.3%	0	0.0%

An examination of employer ratings for 1994-95 graduates in comparison to those for 1993-94 and 1992-93 graduates reveals several trends regarding

work evaluation. Over the three-year period, the proportion of employers who rated PVCC graduates as either EXCELLENT or GOOD fluctuated in three categories. Between 1992-93 and 1993-94, the proportion of graduates receiving either an EXCELLENT or a GOOD rating in "Technical Job Skills" dropped from 81.3% to 71.0%, then rose to 72.7% in 1994-95. Similarly, "Quality of Work" ratings decreased from 87.9% to 74.2%, then rose to 77.3%. Graduates receiving EXCELLENT or GOOD ratings in the category "Quantity of Work" decreased from 78.8% to 70.0%, then rose to 72.8%. These figures indicate that employer evaluations of 1994-95 PVCC graduate technical skills and productivity are consistent with findings of earlier studies.

EXCELLENT or GOOD ratings declined for three straight years in three categories. In the category "Attitude Toward Work" employer ratings declined from 90.9% for 1992-93 graduates to 87.1% for 1993-94 graduates, then to 77.3% for 1994-95 graduates. "Cooperation with Fellow Workers" fell from 93.9% in 1992-93, to 87.1% in 1993-94, to 77.3% in 1994-95; and "Cooperation with Supervisors" decreased from 100% in 1992-93, to 87.1% in 1993-94, to 85.7% in 1994-95. Overall, the proportion of graduates receiving EXCELLENT or GOOD ratings in the six categories decreased from 88.8% in 1992-93, to 79.5% in 1993-94, to 77.1% in 1994-95. Although these figures suggest that 1994-95 PVCC graduates were less able to manage the attitudinal and relational aspects of their respective work environments than were their predecessors, care should be taken in interpreting these figures, due to the small number of

employer survey respondents.

Of the 22 graduates whose employers returned valid surveys, 72.7% (16) indicated on the graduate follow-up survey that they intended to pursue their current jobs as long-range careers, 13.6% (3) indicated they did not plan to pursue their current position long-term, and 13.6% (3) were undecided. For the most part, these graduates were more likely to want to pursue their current jobs as long-range careers than were other graduate survey respondents. Nearly 60% (44) of all employed graduate survey respondents indicated that they planned to pursue their current positions long-term, while 27.0% (20) indicated they would not, 12.2% (9) were undecided, and 1.4% (1) did not respond to the question. Over time, the proportion of graduates indicating that they intended to pursue their current positions as long-term careers has fluctuated (80.0% in 1991-92; 65.6% in 1992-93; 51.6% in 1993-94; 72.7% in 1994-95).

Graduates who participated in the employer survey also were more likely than graduates in general to be satisfied with their present jobs. Over 45% (10) of graduates whose employers participated in the employer survey indicated on the graduate follow-up survey that they were very satisfied with their jobs, 45.5% (10) were satisfied, and 9.1% (2) were not very satisfied. In contrast, 36.5% (27) of all employed graduate survey respondents indicated that they were very satisfied with their jobs, 47.3% (35) indicated they were satisfied, 12.2% (9) were not very satisfied, and 2.7% (2) were dissatisfied. One graduate surveyed (1.4%) did not respond to this question.

As noted earlier, surveying employers only with prior permission from PVCC graduates may have biased the survey results. One might assume that satisfied, productive workers are more likely than unsatisfied, unproductive workers to allow their employers to be contacted. Indeed, 1994-95 graduate survey data suggest that graduates who granted PVCC permission to contact their employers had higher levels of job satisfaction than did survey respondents in general. While 84.9% of all employed graduate respondents were either satisfied or very satisfied with their jobs, 92.3% of the graduates who allowed PVCC to contact their employers were satisfied or very satisfied with their jobs. The possibility that results of the survey were biased by the selection procedure is a valid concern.

To investigate this further, correlation coefficients were calculated between each of the categories in Table 1 and the job satisfaction of PVCC graduates. The results are presented in Table 2.

Table 2: Performance/Satisfaction Correlation

Category	Correlation Coefficient
Technical Job Skills	-0.18091
Quality of Work	-0.23500
Quantity of Work	-0.08630
Attitude Toward Work	0.20599
Cooperation with Fellow Workers	0.14142
Cooperation with Supervisors	0.05941

For the most part, neither statistically significant positive nor negative correlation between job satisfaction and employer evaluations were evident. The variables exhibiting the highest degrees of correlation with job satisfaction were "Attitude Toward Work," "Cooperation with Fellow Workers," and "Cooperation with Supervisors." None of the coefficients were significant at the .05 level. The lowest correlation was between job satisfaction and "Quality of Work." These results suggest little relationship between job satisfaction and employer evaluations of PVCC graduates. However, because employer ratings of PVCC graduate job skills, performance, and attitudes tend to be high regardless of the level of graduate job satisfaction, care should be exercised in interpreting these results. The existence of relatively small variances in the employer ratings may be the reason for the low correlation coefficients rather than lack of relationship between independent and dependent variables.

Evaluation of General Skills

Table 3 presents the evaluation of general skills given by employers to 1994-95 PVCC graduates. Employers evaluated general skills in math, writing, speaking, research, and logic. Overall, employers felt that PVCC graduates had better general skills than most employees. Over 60% of employers rated PVCC graduates as either EXCELLENT or GOOD in nearly every general skills category. Less than 10% of PVCC graduates were rated by their employers as POOR in any of these skills.

In nearly every general skill category, a smaller percentage of 1994-95 graduate employers rated their employees as EXCELLENT than did 1993-94 graduate employers. "Research Skills" was the only general skills category to record a proportionate increase in excellent ratings, growing from 28.6% of total respondents in 1993-94 to 30.8% in 1994-95. However, due to the small number of employer respondents, caution should be exercised in drawing any conclusions from these data. For example, while the number of graduates

Table 3: Evaluation of General Skills

	Excellent		Good		Average		Poor	
Category	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Math Skills	5	25.0%	10	50.0%	5	25.0%	0	0.0%
Writing SKills	4	19.0%	9	42.9%	8	38.1%	0	0.0%
Speaking Skills	5	23.8%	7	33.3%	7	33.3%	2	9.5%
Research Skills	4	30.8%	4	30.8%	4	30.8%	1	7.7%
Logic Skills	5	22.7%	9	40.9%	7	31.8%	1	4.5%

receiving EXCELLENT ratings in math skills dropped from 33.3% in 1993-94 to 25.0% in 1994-95, this decrease represented a decline of only 3 persons.

In 1994-95, graduates received a smaller percentage of EXCELLENT or GOOD ratings in every general skills category—"Math Skills" (79.1% in 1993-94; 75.0% in 1994-95); "Writing Skills" (75.0% in 1993-94; 61.9% in 1994-95); "Speaking Skills" (76.7% in 1993-94; 57.1% in 1994-95); "Research Skills"

(71.5% in 1993-94; 61.6% in 1994-95); and "Logic Skills" (71.0% in 1993-94; 63.6% in 1994-95). For the third straight year, the category "Math Skills" recorded the highest percentage of EXCELLENT or GOOD ratings (76.0% in 1992-93; 79.1% in 1993-94; 75.0% in 1994-95). "Speaking Skills" (57.1% in 1994-95) replaced "Logic Skills" (71.0% in 1993-94) as the general skills category receiving the lowest employer ratings.

Employer evaluations of the job performance and general skills of 1994-95 PVCC graduates by curricular program and degree are presented in Tables 5 through 15 of Appendix A. As noted earlier, care should be exercised in interpreting figures from the tables in Appendix A. In many cases, the numbers of respondents are too few for meaningful conclusions to be drawn.

Evaluation of PVCC Education and Training

In addition to evaluating the job performance and general skills of graduates, employers were asked to share their perceptions concerning the quality of a PVCC education. Employers rated PVCC according to two categories: (1) "Occupational Education and Training;" and (2) "General Education." The results of this evaluation are shown in Table 4.

The majority of employers felt that PVCC was better than most institutions with respect both to occupational education and training and to general education. Occupational education and training at PVCC was rated as EXCELLENT or GOOD by 76.2% of the employers, and general education was

rated as either EXCELLENT or GOOD by 75.0%. Between 1993-94 and 1994-95, employer ratings declined from 84.0% to 76.2% for occupational education and training, and from 84.6% to 75.0% for general education. A larger

Table 4: Evaluation of PVCC Education

	Excellent		Good		Average		Poor	
Category	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Occ. Ed. & Training	7	33.3%	9	42.9%	5	23.8%	0	0.0%
General Education	3	15.0%	12	60.0%	5	25.0%	0	0.0%

percentage of 1994-95 employers rated PVCC as EXCELLENT in occupational preparation (28.0% in 1993-94; 33.3% in 1994-95); while a smaller percentage of employers rated PVCC's general education as EXCELLENT (26.9% in 1993-94; 15.0% in 1994-95). No employer rated either occupational education and training or general education as POOR, and less than a fourth of all employers rated either as AVERAGE.

Conclusions

The primary purpose of PVCC employer surveys is to determine employer satisfaction or dissatisfaction with graduate job skills, performance, and academic preparation. Such surveys are important because they enable college officials to gauge the success of academic programs. For the most part, employers were satisfied with the performance and general skills of the 1994-95

PVCC graduates they hired, as well as with the training and education provided by PVCC.

Employers gave the job performance of PVCC graduates high ratings. While ratings of EXCELLENT or GOOD concerning technical job skills, quality of work, and quantity of work increased in 1994-95, employer evaluations of graduate attitudes toward work, cooperation with fellow workers, and cooperation with supervisors declined slightly for the third straight year. Although ratings of the general skills (math, writing, speaking, research and logic) of PVCC graduates also declined, the majority of employers felt that 1994-95 PVCC graduates had better general skills than most employees. These results are consistent with general-skills evaluations of prior surveys.

Finally, employers seemed satisfied with the education and training provided by PVCC. Approximately three-fourths of employers rated the college as either EXCELLENT or GOOD in the categories "Occupational Training and Education" and "General Education." The feeling most employers have concerning the college is well expressed by the following comment which appeared on one of the surveys: "Your graduates are well prepared and adapt well to our work setting. Wish I could have them all. Congratulations."

Appendix A: Evaluations by Curriculum

Table 5: Evaluation of Technical Job Skills by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AS Degree	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Nursing	4	36.4%	2	18.2%	4	36.4%	1	9.1%
Office Systems	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	4	26.7%	5	33.3%	5	33.3%	1	6.7%
Career Studies	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Certificate	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Total	4	20.0%	10	50.0%	5	25.0%	1	5.0%

Table 6: Evaluation of Quality of Work by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Nursing	5	45.5%	1	9.1%	4	36.4%	1	9.1%
Office Systems	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AAS Degree	6	40.0%	4	26.7%	4	26.7%	1	6.7%
Career Studies	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Certificate	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Total	7	35.0%	8	40.0%	4	20.0%	1	5.0%

Note: No employers returned completed surveys for 1994-95 graduates who had received AA degrees.

Table 7: Evaluation of Quantity of Work by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	2	66.7%	0	0.0%	1	33.3%	0	0.0%
Nursing	6	54.5%	0	0.0%	5	45.5%	0	0.0%
Office Systems	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	6	40.0%	4	26.7%	5	33.3%	0	0.0%
Career Studies	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Certificate	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Total	8	40.0%	6	30.0%	6	30.0%	0	0.0%

Table 8: Evaluation of Work Attitude by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	1	50.0%	0	0.0%	0	0.0%	1	50.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	2	66.7%	0	0.0%	0	0.0%	1	33.3%
Nursing	6	54.5%	2	18.2%	3	27.3%	0	0.0%
Office Systems	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	7	46.7%	4	26.7%	4	26.7%	0	0.0%
Career Studies	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Certificate	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Total	10	50.0%	5	25.0%	4	20.0%	1	5.0%

Note: No employers returned completed surveys for 1994-95 graduates who had received AA degrees.

Table 9: Evaluation of Cooperation with Co-workers by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	1	33.3%	1	33.3%	1	33.3%	0	0.0%
Nursing	6	54.5%	2	18.2%	3	27.3%	0	0.0%
Office Systems	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	8	53.3%	3	20.0%	4	26.7%	0	0.0%
Career Studies	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Certificate	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Total	10	50.0%	5	25.0%	5	25.0%	0	0.0%

Table 10: Evaluation of Cooperation with Supervisors by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	2	66.7%	0	0.0%	1	33.3%	0	0.0%
Nursing	6	60.0%	3	30.0%	1	10.0%	0	0.0%
Office Systems	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	8	57.1%	4	28.6%	2	14.3%	0	0.0%
Career Studies	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Certificate	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Total	11	57.9%	5	26.3%	3	15.8%	0	0.0%

Note: No employers returned completed surveys for 1994-95 graduates who had received AA degrees.

Table 11: Evaluation of Math Skills by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Nursing	2	22.2%	2	22.2%	5	55.6%	0	0.0%
Office Systems	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	2	15.4%	6	46.2%	5	38.5%	0	0.0%
Career Studies	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Certificate	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Total	4	22.2%	9	50.0%	5	27.8%	0	0.0%

Table 12: Evaluation of Writing Skills by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AS Degree	1	33.3%	0	0.0%	2	66.7%	0	0.0%
Nursing	1	10.0%	5	50.0%	4	40.0%	0	0.0%
Office Systems	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	0	0.0%	1	100.0%	0	0.0%
AAS Degree	1	7.1%	7	50.0%	6	42.9%	0	0.0%
Career Studies	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Certificate	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Total	3	15.8%	8	42.1%	8	42.1%	0	0.0%

Note: No employers returned completed surveys for 1994-95 graduates who had received AA degrees.

Table 13: Evaluation of Speaking Skills by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AS Degree	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Nursing	3	27.3%	3	27.3%	4	36.4%	1	9.1%
Office Systems	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	0	0.0%	0	0.0%	1	100.0%
AAS Degree	3	20.0%	5	33.3%	5	33.3%	2	13.3%
Career Studies	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Certificate	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Total	4	21.1%	6	31.6%	7	36.8%	2	10.5%

Table 14: Evaluation of Research Skills by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AS Degree	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Nursing	1	16.7%	3	50.0%	1	16.7%	1	16.7%
Office Systems	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	0	0.0%	1	100.0%	0	0.0%
AAS Degree	2	25.0%	3	37.5%	2	25.0%	1	12.5%
Career Studies	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Certificate	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Total	3	27.3%	4	36.4%	3	27.3%	1	9.1%

Note: No employers returned completed surveys for 1994-95 graduates who had received AA degrees.

Table 15: Evaluation of Logic Skills by Curriculum

	Excellent		Good		Average		Poor	
Program/Degree	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Admin.	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AS Degree	0	0.0%	1	33.3%	2	66.7%	0	0.0%
Nursing	3	27.3%	3	27.3%	4	36.4%	1	9.1%
Office Systems	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Police Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting & Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
AAS Degree	3	20.0%	6	40.0%	5	33.3%	1	6.7%
Career Studies	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Certificate	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Total	4	20.0%	8	40.0%	7	35.0%	1	5.0%

Note: No employers returned completed surveys for 1994-95 graduates who had received AA degrees.

Appendix B: Employer Comments

Employer Comments

[PVCC graduate] is an excellent employee. Her nursing skills are superior and her fund of general nursing knowledge is very good. She is an enthusiastic and cooperative staff member who is much appreciated.

Oral communication skills should be taught in [the] AST program. Any office type position involves skills in telephone and face-to-face communication, human relations and conflict resolution. O/T graduates should prepare a portfolio of their work so that employers can see what they are capable of doing. Co-ops or prior work experiences should be a part of [PVCC] O/T programs.

Your graduates are well prepared and adapt well to our work setting. Wish I could have them all. Congratulations.

[PVCC graduate] is bright and has been quick in learning on the job. She is an asset to our staff.

[PVCC graduate] is interested in advancement in our organization and wants to get in the Engineer Training Program. I think if [PVCC graduate] remains [committed] to this goal then he should have a good future.

[Our organization] has seen many of your graduates assume leadership positions.

I have found that all new graduates have a difficult time handling the difficult assignment they are given as staff nurses. It takes them about 2 years to get organized to be able to do this on the level of older staff members.

I think the early childhood courses that PVCC offers are good, but think: (1) the requirements should be more demanding (e.g., I have heard that the students get either A's or B's--I feel they should get what they've truly earned); (2) I would like to see additional classes offered (it seems like there have been no additional changes in the past 5+ years). The questionnaire is a great tool for evaluating your graduate's job success.

Appendix C: Job Titles of PVCC Graduates

Job Titles

Bookkeeper

Director of Nursing

Jobs/Case Manager

Nurse/Case Manager

Office Services Specialist

Payment Clerk

Registered Nurse

Sales Clerk

Substitute Teacher

Telephone Secretary

Transportation Maintenance Supervisor

Tuning Technician

Uniformed Police Officer

Appendix D: Participating Employers

Participating Employer Organizations

Charlottesville Police Department

Charlottesville Public Schools

Culpeper Memorial Hospital

Dejarnette Center

Dudley Manor Ltd.

Integral Yoga Natural Foods

Kluge Children's Rehabilitation Center

Lloyd's Hallmark

Martha Jefferson Hospital

Monticello Area Community Action Agency

National Optronics

Piedmont Virginia Community College

Piedmont Works

Region Ten CSB

State Farm Insurance

University of Virginia Health Sciences Center

University of Virginia Hospital

Virginia Department of Transportation

Western State Hospital

Appendix E: Employer Contact Authorization Form

Piedmont Virginia Community College
Employer Contact Authorization Form

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____
(Signature)

.....

Graduate's Name _____

Immediate Supervisor's Name _____

Immediate Supervisor's Title _____

Employer (Company) Name _____

Employer Address _____

Employer Telephone _____

Appendix F: Survey Instrument

Employer Survey for the Graduating Class of 1994-95
Piedmont Virginia Community College

Scale:

Excellent	= One of the best employed by the company
Good	= Better than most
Average	= About the same as most
Poor	= Worse than most
N/A	= Not applicable

In comparison to other employees you hire at the same level and in the same capacity, [PVCC graduate] rates as:

	Excellent	Good	Average	Poor	N/A
Technical job skills	_____	_____	_____	_____	_____
Quality of work	_____	_____	_____	_____	_____
Quantity of work	_____	_____	_____	_____	_____
Attitude toward work	_____	_____	_____	_____	_____
Cooperation with fellow workers	_____	_____	_____	_____	_____
Cooperation with supervisors	_____	_____	_____	_____	_____
Math skills	_____	_____	_____	_____	_____
Writing skills	_____	_____	_____	_____	_____
Speaking skills	_____	_____	_____	_____	_____
Research skills	_____	_____	_____	_____	_____
Logic skills	_____	_____	_____	_____	_____

(Continued on Back)

Compared to similar institutions, PVCC rates as:

	Excellent	Good	Average	Poor	N/A
Occupational educ./training	_____	_____	_____	_____	_____
General education	_____	_____	_____	_____	_____

1. Was the PVCC degree required to obtain this job? _____

2. Was the PVCC degree required to obtain job promotion? _____

3. Do you participate in PVCC's cooperative education program? _____ If not, are you interested in learning more about the program? _____

Please use the remainder of this page to make any written comments you think will be helpful to PVCC in evaluating the success of its academic programs and graduates.

Thank you for your cooperation and assistance.